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ABSTRACT

This book is a preliminary report on a technology innovation project. The objective of the overall research project is to introduce change in schools using a computer-based curriculum innovation for teaching higher order thinking skills to middle- and high-school students. Chapter 1 presents a historical account of the design and implementation of the systems thinking project in a high school in Vermont. Chapter 2 provides a description of the expansion of the project to include a network of two middle schools and four high schools. Chapter 3 describes components of the systems thinking approach, including the theory, the hardware, and the software. Chapter 4 reviews the problems, issues, questions, and dilemmas encountered in the project. In chapter 5, a matrix of teacher patterns of adaptation to technology is developed, and vignettes of prototypic project participants are presented, detailing the ways they employ systems thinking in their instructional activities. Chapter 6 explores the future research agenda for the project and suggests that the methods will continue to undergo change and refinement. The last section of chapter 6 draws out preliminary policy implications from the project for the future of the teaching profession. The volume has three appendices which include descriptions of eight schools participating in the project, a draft model of a computer-based curriculum innovation, and a list of past and present participating teachers and project directors. (TMK)

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